



Accessibility Audit Report

Birtley House Independent School

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West Kingsdown
Sevenoaks
TN15 6AY

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Ensuring Accessibility of Information

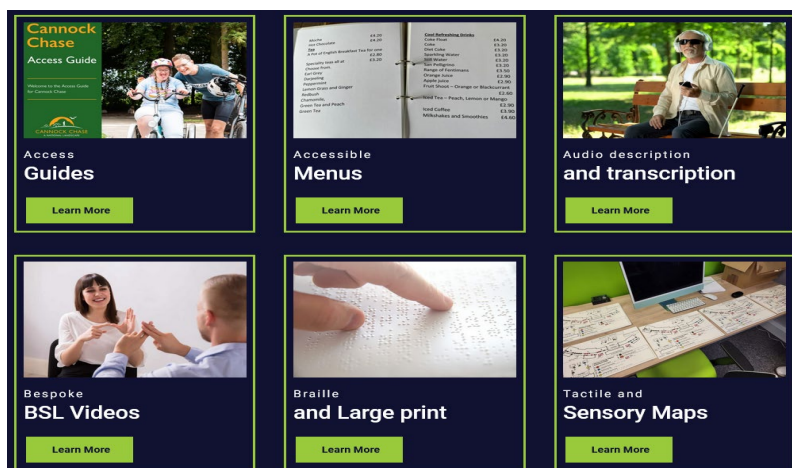
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Introducing Direct Access

Direct Access Consultancy is an established access consultancy company based in Nantwich, Cheshire founded by and operated by disabled people for almost 20 years. A large percentage of our staff are disabled people, and we operate nationally and internationally providing access consultancy and access auditing services.

Throughout the UK, Direct Access has collaborated with numerous organisations to offer access consultancy, design services, and assessments, along with providing disability consultations for various design projects. Our involvement spans a wide range of design initiatives aimed at enhancing accessibility, useability, and inclusivity.

Direct Access believes that creating accessible environments enables products, programmes, and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised modification. This approach creates facilities that are accessible to the widest range of potential users without the need for ancillary aids or additional support to access. If an environment is accessible, usable, convenient and a pleasure to use, everyone benefits.



Fig 1: Inclusive design enables a diverse range of people can benefit not just disabled people.

Our experience with working with different organisations means that there is a high-level desire to go beyond mere compliance. That is where we excel, developing effective partnerships across all stakeholders to create innovative sites and buildings that draw on international best practice in accessibility. As our team includes disabled people across the spectrum of limited mobility, sensory impairment, mental health and autism, we have drawn on our inherent expertise and understanding of the barriers that people face on a daily basis and ways that these can be mitigated.



Equality Act

The Equality Act (EA) superseded the Disability Discrimination Act (DDA) in 2010. The Equality Act 2010 unified equality legislation to offer a strengthened and more consistent statutory law. The EA protects nine different characteristics, one of those is disability. The EA aims to prohibit discrimination, harassment and victimisation. Under the EA there is an anticipatory duty to reasonably predict and accommodate the needs of disabled people as well as a vicarious liability relating to the actions of members of staff.

The definition of a disabled person under the EA is 'someone who has a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out day to day activities', where 'substantial' is defined as 'not minor or trivial'. The EA definition is wider than that of the DDA and therefore more disabled people will meet the current EA definition of disability. Government figures indicate that there are around 13.3 million disabled people in the UK (almost one in five of the population)¹. Around 7% of children are disabled, compared to 18% of working age adults and 44% of adults over State Pension age². Under the Equality Act 2010, discrimination includes:

- **Direct discrimination**- because of their disability a disabled person receives worse treatment than somebody who is not disabled.
- **Indirect discrimination**- a policy rule or practice that is applied to everyone places people with a particular disability at a disadvantage compared to people without that particular disability, unless it can be justified.
- **Discrimination arising from disability** - a disabled person is treated unfavourably because of something connected with their disability but not their disability itself, unless it can be justified.

The EA places specific duties on providers of goods, facilities and services (Part 3), employers (Part 5), those leasing or selling land or property (Part 4), and education providers (Part 6). Under the EA these duties require that where disabled people are placed at a 'substantial disadvantage', 'reasonable adjustments' be made to avoid the disadvantage. These adjustments can be made in a variety of ways by changing policies and practices, altering and adding physical features and by providing services, auxiliary aids and equipment.

The EA does not override other building related legislation such as planning, building regulations, listed building, health & safety or fire regulations. The EA does not provide any

¹ Family Resources Survey 2015/2016

www.gov.uk/government/uploads/system/uploads/attachment_data/file/600465/family-resources-survey-2015-16.pdf

² Family Resources Survey 2015/2016

www.gov.uk/government/uploads/system/uploads/attachment_data/file/600465/family-resources-survey-2015-16.pdf



prescriptive design guidance relating to buildings or services. Where guidance is required the range of standards referred to in this report offer a measure to justify any decisions taken during the implementation of reasonable adjustments.

The duty to make reasonable adjustments is triggered when a disabled person experiences a 'substantial disadvantage' compared to the same experience of a person who is not disabled. This EA approach improves on the DDA which only required 'reasonable adjustments' where it was 'impossible or unreasonably difficult' for disabled people to access services. The EA offers a more robust and strengthened threshold.

Under The Equality Act 2010 service providers should consider making adjustments to:

- Provisions, criteria and practices that govern the way in which goods, services and facilities are made accessible to disabled people.
- Physical features by removing, altering or reasonably avoiding them, or providing a reasonable alternative method of making the services available to disabled people.
- The provision of auxiliary aids and services to make it easier for disabled people to use and access goods, facilities and services.

Further information and Codes of practice on the EA and its application can be found at <https://www.equalityhumanrights.com/en/equality-act/equality-act-2011>



Audit Process

The audit was undertaken in two stages employing plans of the site, if available, and the checklists in Section 6 (Audit table) The general order of the checklists is:

Checklist Ref	Description	Applicable to this site	
		Yes	No
Checklist 1	Approach, Routes & Street Furniture	✓	
Checklist 2	Car Parking	✓	
Checklist 3	External Ramps	✓	
Checklist 4	External Steps	✓	
Checklist 5	Entrances	✓	
Checklist 6	Reception Areas & Lobbies	✓	
Checklist 7	Corridors & Internal Surfaces	✓	
Checklist 8	Internal Doors	✓	
Checklist 9	Internal Ramps		X
Checklist 10	Internal Stairs	✓	
Checklist 11	Lifts / Platform Lifts		X
Checklist 12	WCs: General Provision	✓	
Checklist 13	WCs: Wheelchair Users	✓	
Checklist 14	Facilities	✓	
Checklist 15	Way Finding	✓	
Checklist 16	Lighting & Acoustics	✓	
Checklist 17	Means of Escape	✓	
Checklist 18	Building Management	✓	

Note: Not all the above checklists may be relevant to this particular site.



Stage 1 – Information gathering.

This is undertaken as a walkthrough audit / inspection of the building using the checklists.

Stage 2 – Results and recommendations.

The report suggests possible improvements that can be made to the building. These range from small non- structural adjustments to possibly major structural alterations. It also gives an indication to priorities and costs.

Priorities

The priorities are dependent upon various factors including:

- 🔗 Compliance to AD M (Part M of The Building Regulations).
- 🔗 Current use of the building.
- 🔗 Costs involved and available resources.
- 🔗 Plans for refurbishment.
- 🔗 Maintenance programmes.
- 🔗 Agreement of outside agencies (such as a free holder or local highway authority).

Priority ratings are as follows:

Priority 1

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority 2

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority 3

Where action is recommended within 12 – 24 months to improve access.

Priority 4

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan. Alternatively, 'Blue Sky' thinking.



Keys for Costs

Budget costs have been included in the form of bands.³

N	- None.
M	- Minimal.
OG	- Ongoing Maintenance.
ST	- Structural Change.
EX	- Major Structural Change.

Sources of Guidance

There are a number of guidance notes and standards that illustrate good practice in terms of meeting the needs of disabled people. Listed below are some documents that have been utilised for the purpose of this report.

- **Building Regulations Approved Document M** – Access to and Use of Buildings 2010 (2015 Edition)
- **BS8300: 2018** – Design of an Accessible and Inclusive Built Environment – Code of Practice
- **Equality Act 2010**- All Parts Including Chapter 2- Adjustments for disabled persons- www.legislation.gov.uk/ukpga/2010/15/contents.
- **PAS 6463:2022** – Design for the mind – Neurodiversity and the built environment- Guide
- **British Standard BS9999:2008**- Code of practice for fire safety in the design, management, and use of buildings.
- **JMU Access Partnership & Sign Design Society** – Sign Design Guide- A Guide to Inclusive Signage (2004).

The Equality Act 2010 is not prescriptive in its recommendations to improve accessibility. As such, compliance with the Act cannot ultimately be determined or used as a method for assessing accessibility. Only tangible standards set out in guidance documents such as BS 8300 2018:2018 can be referred to for ‘compliance’.

³ **Note:** cost keys are indicative only and that Direct Access Consultancy Ltd cannot be held liable for any misinterpretations.



Site Details

Description of Site

Description	Details
Date of Construction	Circa 1950s
Constructed of	Traditional Construction
Number of Floors	2No Storeys
External Areas	Car Park Play Areas
No. Passenger Lifts	Not Provided

Access Facilities In Place

Facility	Details
Ramps	Not Provided
Platform Lifts	Not Provided
Stair Lift	Not Provided
Visual Indicators for Fire Alarms	Not Provided
Induction Loops	Portable Loop System Provided
Accessible Toilets	2 x Provided
Inclusive Signage	Requires Improvement
On Site Assistance	Permanent Staff
Designated Accessible Parking Spaces	One Provided
Evacuation Equipment	Not Required



Further Information

Abbreviations

Used throughout the report are the following abbreviations:

BS8300	- British Standard BS8300: 2018- Design of Buildings and their approaches to meet the need of disabled people.
ADM	- Building Regulations Approved Document M- Access to and Use of Buildings.
EQ	- Equality Act 2010.

Images

Please note external images are used within this report; these are for illustrative purposes only. External images are indicated along with their source.

Conservation Area / Listed Building Status

No issues N/A.

Fire Officer

Where recommendations have been suggested that may affect the evacuation strategy, additional consultation with the Fire Officer is advised prior to works being undertaken.

Accessible Services and Formats

Induction Loops - <https://directaccessgp.com/uk/products/induction-loops-and-hearing-enhancement-systems>

Evacuation Chairs - <https://directaccessgp.com/uk/products/evacuation-chairs>

Accessible Formats - <https://directaccessgp.com/uk/media>

Note - Access audits should be undertaken every three years. The next access audit should be undertaken 2028.



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Section 5: Action Plan

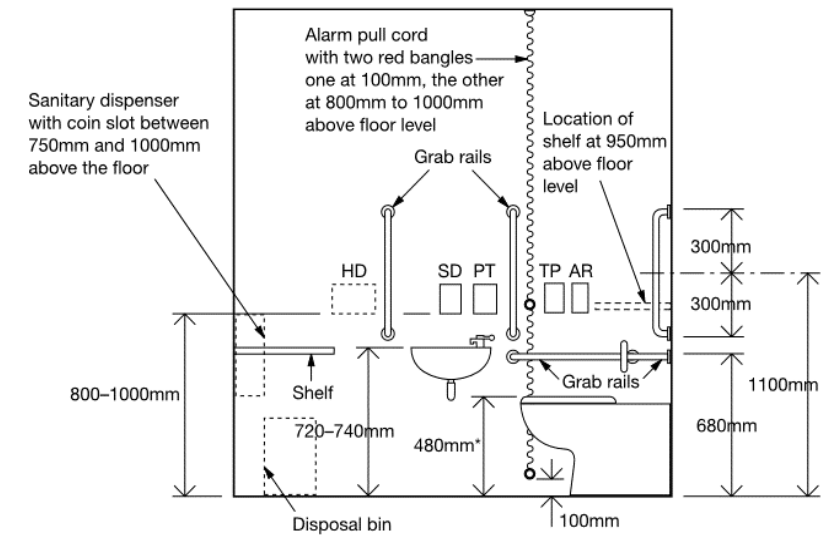
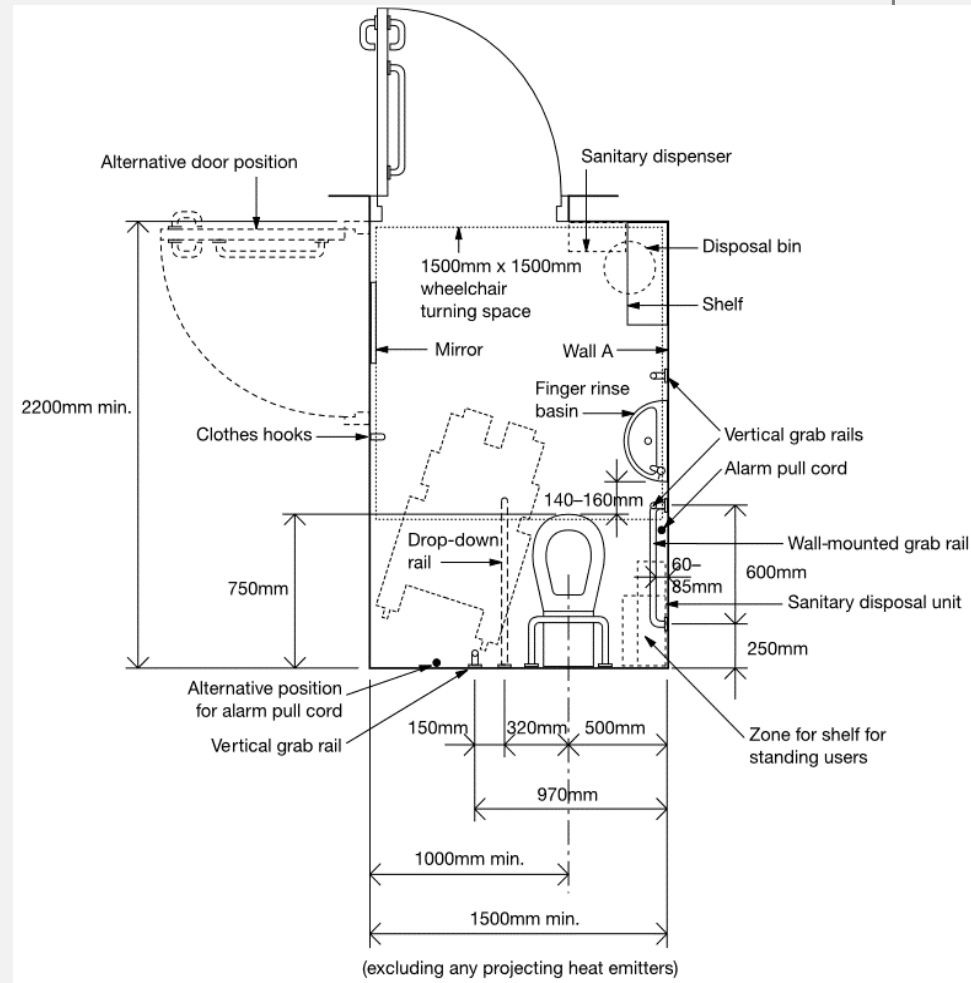
Cost Guidance

N = None **M** = Minimal **OG** = Ongoing Maintenance **ST** = Structural Change **EX** = Major Structural Change

Item Ref.	Issue Identified	Recommendation	Cost G.
Priority 1			
5.3	As identified within the previous access audit, there is no step free access provided through the main entrance. There is no step free access available into the mobile classroom due to the step at the main entrance. Step free access could be achieved by constructing a pathway to the right side, which would also assist with providing a level egress route from this building. Further entrance/ exit points on site feature raised thresholds, that could be barriers for wheelchair users	Proportionate to demand, consider the provision of ramped/ level access and egress into both the main building and mobile building. Any permanent ramp must be a maximum 1:12 over a maximum going of 2m, it should be a minimum 1.2m wide and feature 1.2m landings at head and foot, handrails to both sides and a contrasted sloped surface.	M
6.8	The consultant was not asked, but was informed that potential new parents/ carers, who may bring their child to the school, were provided with information regarding the topography of the site.	Site management need to ensure that the appropriate procedures are implemented. Procedures must be in place to ask any visitors/clients/participants in advance if they have any access requirements. When asking about access requirements ensure that forms and information is available in accessible formats and electronically by email and phone etc. Ask for forms to be completed prior to any visit to the premises. Booking forms will ask "Do you have any access requirements? (Level Access, Induction Loop, BSL)" Any access limitations of the premises and the alternatives must be communicated via the website	N

7.3	As highlighted in the previous audit, there is no step free access available for the first floor of the main building. Since the previous audit, main office areas have been moved to the ground floor. Stepped access is also required for further areas of the site, as noted within further sections of this report.	A management procedure should be implemented to ensure that, if someone requires step-free access to the first floor of the main building or other areas, an 'alternative means of access' is provided at an accessible location or, where possible, through the use of temporary equipment, such as portable ramps. In the short term, a management procedure should be implemented to ensure that, if someone requires step-free access, an 'alternative means of access' is provided. Within previous reports, it was recommended that an architectural feasibility study be undertaken to assess whether a small internal ramp could be constructed to gain access into the main building. It is important that this work is carried out and documented to demonstrate that more permanent accessible solutions are a mid to long-term aim.	N
	The accessible WC facilities were measured as follows: Mobile building: 3001mm by 1393mm Main building: 3628mm by 1771mm The toilet pan remains centrally located within the mobile building compartment.	As per previous reports, this is deemed reasonable to retain if people are aware of the alternative WC facility within the main building and if level access to this facility is provided. Should a member of staff or student have a specific requirement, the layout should be reviewed and altered to achieve the correct Part M positioning to allow a side wheelchair transfer.	

13.1

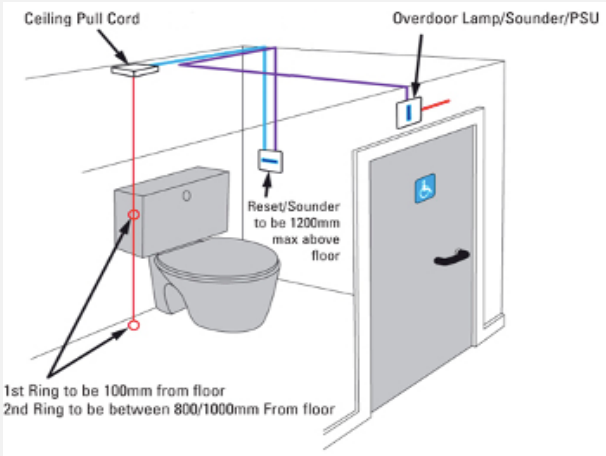


*Height subject to manufacturing tolerance of WC pan

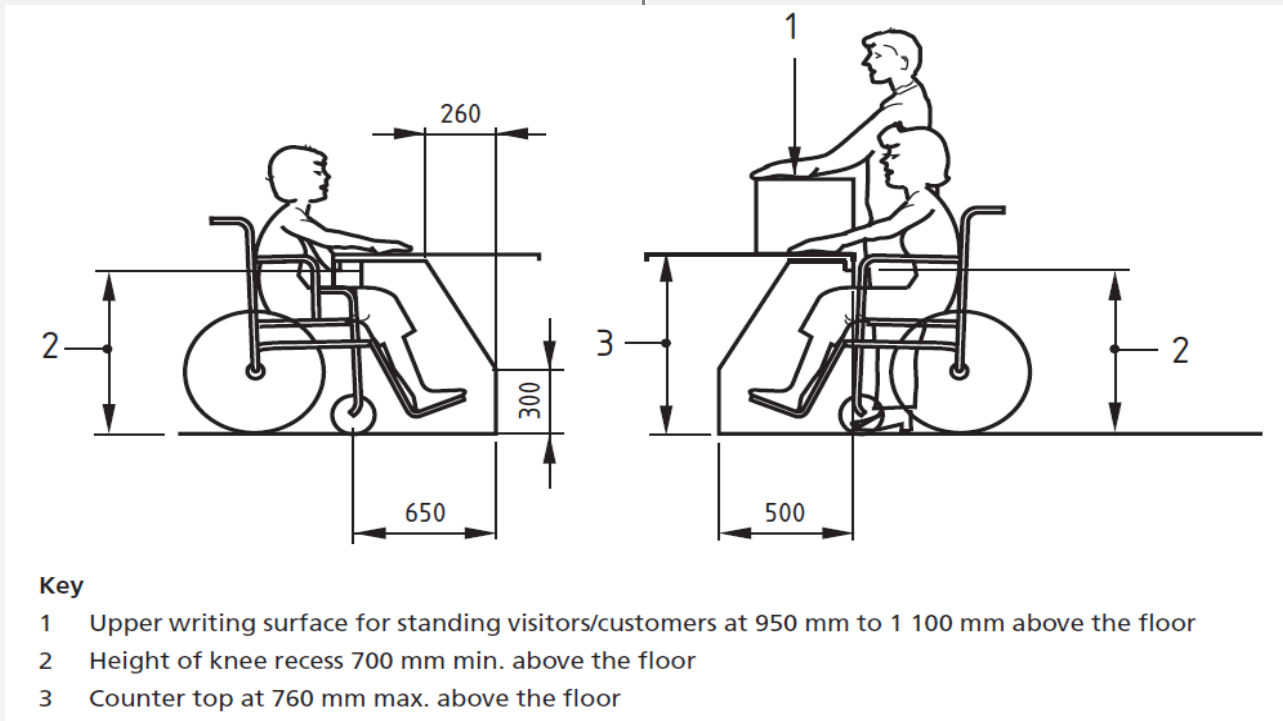
HD: Possible position for automatic hand dryer (see also Diagram 20)
SD: Soap dispenser
PT: Paper towel dispenser
AR: Alarm reset button
TP: Toilet paper dispenser

Height of drop-down rails to be the same as the other horizontal grab rails

N

13.3	The compartment door within the mobile building facility has been altered to open outwards, as recommended during the previous audit. The compartment door for the facility within the main building opens inwards. This may be deemed reasonable to retain. 	Preferably, doors should open outwards on accessible WC facilities. Where this is not possible, as further routes may be obstructed, compartments doors should be fitted with emergency release mechanism so that they are capable of being opened outwards, from the outside, in case of an emergency. Alternatively, bi-folding doors could be used on the accessible WC facilities identified.	M
13.10	Items were positioned within the transfer space in both facilities.	It is vitally important and is strongly recommended that a management procedure be implemented to ensure that accessible WC facilities are always kept clear. This will enable wheelchair users to adopt the many transfer techniques available to them in which an accessible WC is designed to provide. Without a free transfer area, a wheelchair user is highly unlikely to be able to use a facility.	N
13.11	The cord alarm provided to the facility in the main building was positioned behind a sanitary disposal bin. This could prevent it from being accessed during the event of an emergency. 	Implement a management procedure to ensure that cord alarms are always kept loose and not obstructed. According to BS8300 - An emergency assistance pull cord should be sited so that it can be operated from the WC and from an adjacent floor area. The emergency assistance pull cord, coloured red, should be provided with two red bangles of 50 mm diameter, one set at a height between 800 mm and 1000 mm and the other set at 100 mm above floor level.	N

18.5	There were three exit routes on site that features items within the doorways during the audit. This could slow egress in the event of an emergency.	Site management need to ensure that the appropriate procedures are in place to frequently check the exit routes to make sure that there are no obstacles.	OG
18.7	How frequently are both the general and personal emergency escape strategies tested for efficiency and effectiveness?	Site management need to ensure that both the general escape strategy and personal emergency egress plans are regularly checked for efficiency and effectiveness.	N
18.8	An induction loop is available at reception. How frequently are the cord alarms and induction loops tested for proper working function?	All Accessible WC alarms should be subject to regular inspection to ensure that the alarm is in working order and that the alarm cord remains located in the correct position. This should be implemented and recorded as appropriate. Should a legal complaint be made as a result of a distress call going unnoticed, the log book may be requested. Any hearing enhancement system must be subject to testing and maintenance as part of an enforced maintenance schedule that ensures that the equipment is working at all times. Inspection and servicing at intervals not exceeding 12 months needs to be carried out.	M

Priority 2			
4.6	External steps on site, including the single steps and those leading from the Badgers classroom, feature well contrasted nosings that highlight the location of each step. The two steps leading into the main entrance may benefit from remarking, as the paint is worn in some areas.	It would be beneficial to reapply colour contrast to the edge of the step nosings to clearly highlight their presence. BS8300 - Each step nosing should incorporate a durable, permanently contrasting continuous material for the full width of the stair on both the tread and the riser to help people who are blind or partially sighted appreciate the extent of the stair and identify individual treads. The contrasting material should extend 50 mm to 65 mm in width from the front edge of the tread and 30 mm to 55 mm from the top of the riser, and should contrast visually with the remainder of the tread and riser.	OG
5.4	A sign has been included to the bell at the front entrance, to indicate that assistance can be provided. With the positioning of a parked car directly to the left, gaining access to the bell could be prevented for wheelchair users with reduced reach ranges.	Implement a management procedure to provide a clear access route towards the call bell to the left hand side.	M
6.3	The sign in screen is positioned marginally high from ground floor level. The reception desk is at a height of 1165mm, which may not be suitable for all staff members and/or visitors. The auditor was informed of plans to reposition the desk to provide more space for people to manoeuvre in the reception area.	It is understood that level access via the main entrance is not possible; however, the reception should be designed to accommodate all potential users with at least one section of the counter with its surface no higher than 760mm.	M
	 Key 1 Upper writing surface for standing visitors/customers at 950 mm to 1 100 mm above the floor 2 Height of knee recess 700 mm min. above the floor 3 Counter top at 760 mm max. above the floor		

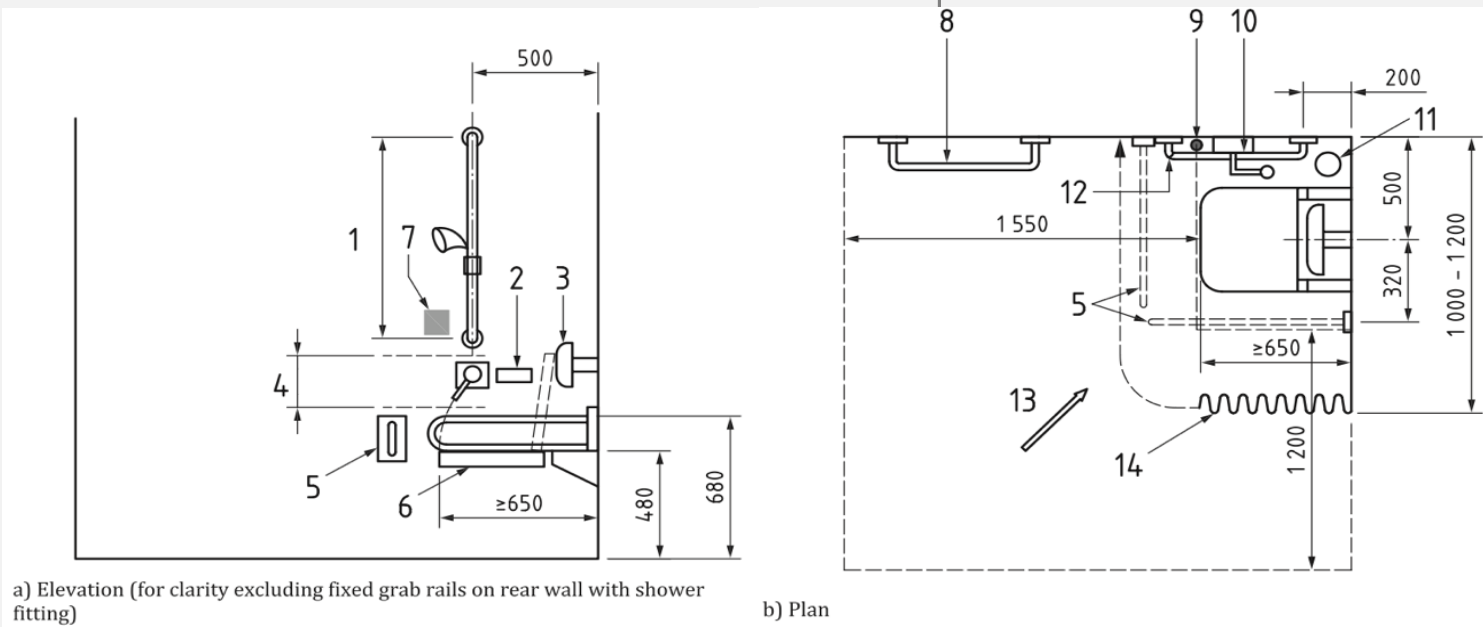
8.6	Of the doors tested, most were light enough and easy to open. The door leading into the storeroom on the first floor featured an opening and closing pressure that could knock someone with reduced mobility off balance.	Implement maintenance to de-tense and recalibrate the hinges. Ensure doors can be opened with less than 30 Newtons of force. If the force required for opening doors is greater than wheelchair users and people with limited strength can manage, they will be unable to continue their journeys independently. If the force of the closing device is too great or its speed too fast, disabled people risk being pushed off balance.	N
13.4	A horizontal grab rail is missing from the facility door in the mobile building.	If a door opens out from a room and has no controlled door closing device, e.g. a door to accessible sanitary accommodation, an additional item of door furniture (such as a horizontal pull rail) should be provided on the closing, or interior, face of the door, in line with the door locking mechanism, to help people close the door behind them.	M
15.3	Signage with pictorial information has been provided to most WC facilities, other than the first facility on the first floor. No signs, including those on the accessible WC facilities, were identified as feature tactile or braille information.	Consider the provision of accessible WC signage that incorporates braille and tactile information. 	M
17.1	Visual alarms are not provided on site. The auditor was informed that site team were not aware of any students who may find visual alarms distressing.	A suitable method of warning should be provided where one or more persons with impaired hearing are anticipated. This method is ideally by providing visual alarm warnings or it can be managed by allocated personnel and management systems. BS8300: In areas where people are likely to be in relative isolation (e.g. toilets, bathrooms, changing rooms and isolated offices) or in noisy environments, alarm/alerting systems for people who are Deaf and hard of hearing, such as flashing beacons and vibrating devices, should be installed in conjunction with proprietary or conventional fire alarm systems.	M

17.2	There is a combination of stepped and raised threshold routes across the school. During the time of the audit, the auditor was informed that there were no students or staff who require level access within the school and that the stepped routes are highlighted during visits and trials of the school.	Proportionate to demand, consider the provision of ramped access and egress into the main building. Any permanent ramp must be a maximum 1:12 over a maximum going of 2m, it should be a minimum 1.2m wide and feature 1.2m landings at head and foot, handrails to both sides and a contrasted sloped surface.	M
17.3	The auditor was informed of plans in place to ensure safe egress from the gate to the rear of the Rabbit classroom, towards the assembly point at the front of the building. Both exit routes from the mobile building lead onto grassed areas.	All connecting escape routes should provide level access and a 1200mm width to allow disabled people to access a place of safety in the event of an emergency. In the event that a wheelchair user accesses the site, consideration to providing level access and egress from the mobile building is recommended.	M

Priority 3			
1.4	Some people with ambulant disabilities may find the topography of the site difficult to negotiate as there is an incline from the main building. It was discussed with the auditor that procedures are in place for new pupils to the school for trial days. Refer to section 3 for gradients. The top of the paving towards the sports courts is lifting in some areas, which could be trip hazards. There is a crack developing next to the main entrance and accessible parking bay, which could develop further into a trip hazard.	Remedial works should be undertaken to the raised and cracked paving to eliminate the potential tripping hazard. BS8300 - Uneven surfaces, surfaces of loose materials (e.g. gravel) and large gaps between paving materials cause problems for wheelchair users, people with impaired vision and people who are, generally, unsteady on their feet.	M
2.2	Signage is provided to the front of the bay, this signage could benefit from updating to more inclusive language, such as "Blue Badge Holders".	Provide updated signage to the front of the bay. According to BS8300 - Sign should be present with its lower edge 1000 mm above the ground, to identify parking space when road markings are obscured, e.g. by snow or fallen leaves, with the words "Blue Badge holders only".	M
	Dimensions in millimetres Key 1 Sign, with its lower edge 1 000 mm above the ground, to identify parking space when road markings are obscured, e.g. by snow or fallen leaves, with the words "Blue Badge holders only" 2 1 200 mm wide access zone between designated accessible parking spaces 3 International Symbol for Access		

4.2	A handrail is available to the centre of the steps leading towards the field and has been provided with good contrast, as recommended during the previous audit. Two further flights leading onto the field area have been fenced off and are not used. The main entrance steps do not feature handrails.	Ideally, handrails should be installed to both sides of the entrance steps. These could be fashioned to be in line with the style of the building facade. The handrail should be installed at a height of 900mm and needs to continue horizontally at least 300mm beyond the top and the bottom and should not project into the route of travel at final landings.	M
5.8	Refer to 5.4 for the assistance bell. The intercom system is placed high from ffl and may not be within reach of people who are short in stature.	If possible, the intercom/call button should be relocated at a height of between 900mm and 1100mm from finished floor level.	M
10.3	No handrail was provided to the stairwell in Rabbits building; this area is accessed by site team only. This was highlighted during the previous audit. The handrail for the stairwell leading to the first floor may benefit from greater contrast. The auditor was informed that this area may be used for meetings with parents/ carers in the future.	The finishes on the stairs should provide sufficient contrast to help disabled people, particularly Blind and Partially sighted people to use them safely. Handrails to be finished so as to provide visual contrast with the surroundings against which they are seen. A handrail finish should be applied that can achieve a minimum of 30 points lrv (Light Reflectance Value) between handrails and background.	M
12.3	There are white fittings set against light surroundings, which may benefit from greater contrast to assist people who are partially sighted.	Greater contrast should be considered for the fixtures and fittings within the WCs. This can be achieved by having light sanitary ware seen against a dark background or vice versa. According to BS8300 - to help blind and partially sighted people identify key objects within sanitary accommodation, support rails and grab rails should contrast visually with the wall, the WC seat and cover should contrast visually with the WC pan and cistern, and sanitary fittings and accessories should contrast visually with the background against which they are seen.	M
12.4	Thumb style locks are available on the WC compartment doors, which may not be suitable for people with limited dexterity in their wrists.	Door locks and door-furniture should be easy to operate using a 'closed-fist', limited dexterity and/or minimal force. Bold action and sliding locks are preferred and thumb-turn locks should be avoided.	M
	A level access shower remains available in the Rabbit classroom building; however, the raised threshold to contain water could be a barrier for wheelchair users. The controls for this shower are high from ffl. The shower facility on the first floor remains decommissioned since the previous audit.	Proportionate to demand, and should level access be gained into the building where the shower facility is situated, it is recommended to refurbish the shower facility to be accessible for all potential users. BS8300 to be referred to for the layout.	

12.8



- Key**
- 1 Vertical rod to carry a detachable shower head, adjustable within a range 1 050 mm to 1 850 mm above the floor
 - 2 Soap tray
 - 3 Back rest
 - 4 Height range for shower controls 750 mm to 1 000 mm above the floor
 - 5 Drop-down support rails on side and rear walls
 - 6 Tip-up shower seat
 - 7 Alarm reset button
 - 8 Towel rail
 - 9 Alarm pull cord
 - 10 Horizontal grab rail
 - 11 Floor drain
 - 12 Vertical grab rail
 - 13 Fall to floor drain not steeper than 1:50
 - 14 Shower curtain
 - 15 Tall mirror
 - 16 Two clothes hooks, one at 1 400 mm and the other at 1 050 mm above the floor
 - 17 Additional optional tip-up seat for users when drying (mainly for ambulant users) (see e.g. Figure 30)

M

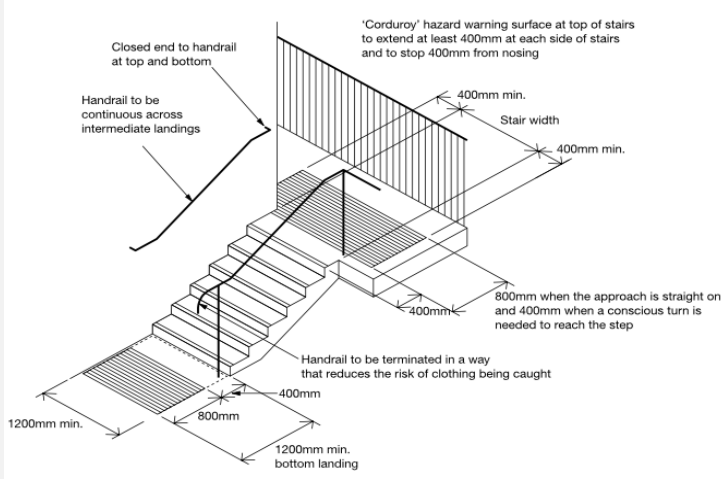
14.7

The library features a range of books, and reading areas are available within each classroom. Are some books available in alternative formats, such as large print or dyslexia friendly texts?

Proportionate to demand, consideration should be taken to providing a range of materials in alternative formats, which could include dyslexia friendly prints, large print and audio books.

M

15.1	The overall layout of the school is reasonably clear and logical. As highlighted during the previous audit, no tactile or braille signage was provided.	When next updated, a review of the way finding signage is recommended. Whilst the latest BS8300 revision has downplayed the requirement for Braille, it has highlighted the importance of pictorial signage. Pictorial signage should be considered for throughout the site. There should be new directory boards and tactile/Braille signage on the actual doors. Words entirely in upper case type (capital) should also be avoided. A sans serif type face with a relatively large “capital” height to “x” height should be used. BS8300 - Signs and universally accepted symbols or pictograms, indicating lifts, stairs, circulation routes and other parts of the building should be provided. Visual signs should be self- evident and, in particular, legible to visually impaired people. Plain English and pictograms together should be used to assist people with learning difficulties.	M
15.7	Are any leaflets or letters provided by the school available in alternative, accessible formats on request?	Have procedures in place to produce documents in accessible formats. These formats are Audio, Braille, Large Print, Easy-Read and electronic formats such as WORD and PDF that are more accessible to screen reading technology. Include the phrase "Alternative Formats Available on Request" on written material. You must have contacts and procedures in place to satisfy a request. See https://www.gov.uk/government/publications/inclusive-communication/accessible-communication-formats It is recommended that signage be installed to indicate that all public information issued can be provided in accessible formats on request. ? Direct Access is able to provide materials in accessible formats such as Braille, BSL (British Sign Language), tactile maps and audio descriptions. Please contact the Direct Access Implementation Team for more details at info@directaccess.group.	M

Priority 4			
1.7	As identified in the previous audit, one wooden column is located near to the conservatory. This column does not feature a contrasted band that could assist with reducing a collision hazard. The columns provided to the side of the rabbit classroom featured green coverings, providing contrast.	Well contrasted markings should be provided at two heights to the wooden column identified. Refer to BS8300 - Each free-standing post, e.g. a lighting column, within an access route should contrast visually with the background against which it is seen (it is desirable also to incorporate a band, 150 mm high, whose bottom edge is 1 500 mm above ground level, and which contrasts visually with the remainder of the column or post.	M
1.9	The main gate and secondary gates leading to the sports courts was well contrasted to the external side; however, greater contrast may be beneficial internally. As highlighted in the previous report, the controls on the main entrance, where children enter the school, may benefit from greater contrast.	It is recommended to add colour contrast to the gates and their controls to aid people with impaired vision.	M
2.7	Lighting is provided to the facade of the main building, but as the audit took place during daytime hours, it was not possible to check the lighting levels. Is the car park adequately lit during darker hours?	Site management to undertake investigation of the lighting levels within the car parking areas during darker hours to ensure that they are sufficient.	OG
4.1	Tactile warnings have not been provided to the larger flight of steps leading towards the playing field. 	People who are blind or partially sighted risk tripping or losing their balance if unaware of steps, requiring the provision of tactile paving. Tactile paving needs to be placed sufficiently in advance at the head and foot of the steps to allow time to stop and not so narrow that it might be missed in a single stride. Proportionate to demand, install tactile paving to the external steps identified. BS8300 - To give advance warning of a step, tactile paving with a corduroy hazard warning surface should be provided at the top and bottom of each flight, excluding intermediate landings with continuous handrails. Where the approach to the stair is wider than the flight, the tactile surface should extend beyond the line of each edge of the flight.	M
4.3	It was not possible to check lighting levels as the audit took place during daylight hours. Are all sets of external steps adequately lit during darker hours?	Site management should undertake a review of the step lighting levels during darker hours to ensure that the step treads are evenly lit. Lighting on external steps and ramps should achieve a minimum level of 100 lux where they are external and adjacent to entrances/exits of buildings.	OG

10.2	Nosings have maintained a good level of contrast on most stairwells. The carpeted stairwell leading above the Rabbit classroom does not feature nosings, the consultant was informed that this area is accessed by site team only.	Deemed reasonable to retain in the short term as minimal members of staff have access to this area. When the carpeting is next updated, consider a finish to the steps where a contrasted nosing can be applied. BS8300 - Each step nosing should incorporate a durable, permanently contrasting continuous material for the full width of the stair on both the tread and the riser to help people who are blind or partially sighted appreciate the extent of the stair and identify individual treads. The contrasting material should extend 50 mm to 65 mm in width from the front edge of the tread and 30 mm to 55 mm from the top of the riser, and should contrast visually with the remainder of the tread and riser.	M
14.9	The staff kitchenette did not feature a split height work surface, which could accommodate people who are short in stature. Turn style taps are available in the small kitchenette facility within the site management area.	At the next refurbishment or when kitchenettes are changed, consideration should be given to installing split height work surfaces. This will ensure that the facilities can be used by all. The staff kitchens/refreshment areas should feature a worktop at 850mm height that includes an 800mm long section with a clear space beneath the depth of the work surface and at least 700mm in height.	M
15.6	There are some temporary notices on site that are written in entirely upper-case lettering, which is not best practice.	Implement a management procedure to ensure that any temporary notices are typed out using a mixture of lower and upper case lettering. According to best practice, words entirely in upper case type (capital) should be avoided. A sans serif type face with a relatively large “capital” height to “x” height should be used.	N

Section 6: Audit Findings

Checklist 1 - Approach Routes & Street Furniture

- 1.1 - Is the school within convenient walking distance of: -**
_ **Public Highway and Pathways?**
_ **Public Transport e.g. Bus Stops?**
_ **Car parking? (For car parking refer to Checklist 2)**

Yes / N/A

This is a renewal audit of the school, with a new site team. A number of recommendations from the previous audit have been completed, which shows the school's commitment to accessibility.

Birtley House Independent School is not near local, public transport, limiting options for arrival.

The staff carpark features one accessible bay.

Details of how to reach the school as well as a map, are available on the school's website here:

<https://www.birtleyhouseschool.co.uk/location/> The addition of an image of the school is deemed excellent, as it ensures that visitors are aware prior to their visit what the school building looks like.



Photo 1



Photo 2



Photo 3

- 1.2 - Is the route free of kerbs? Do crossings on approach have tactile paving? If there are pedestrian crossings, do these have turn cones to aid people who are Deafblind?**

Yes / N/A

Not applicable for this school.

- 1.3 - Is the route wide enough? If a route or pathway is narrow, is there a suitable passing place for wheelchair users? Is plantation trimmed back and are low branches avoided?**

Yes / N/A

Routes around the school are deemed to have suitable widths for purpose, no issues to report.

- 1.4 - Are surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap the wheels of a wheelchair?**

Priority 3

Some people with ambulant disabilities may find the topography of the site difficult to negotiate as there is an incline from the main building. It was discussed with the auditor that procedures are in place for new pupils to the school for trial days. Refer to section 3 for gradients.

The top of the paving towards the sports courts is lifting in some areas, which could be trip hazards.

There is a crack developing next to the main entrance and accessible parking bay, which could develop further into a trip hazard.



Photo 4



Photo 5

- 1.5 - Is the location of the school clearly identified from the street? Visual clues and sufficient landmarks to aid orientation?**

Yes / N/A

Signs are provided to the front of the school and are visible from Fawkham Road to assist with way finding and identifying the school's location.



Photo 6

1.6 - Is the location free from hazards such as bollards, litter bins? Are planting features kept to a minimum and are they colour contrasted?

Yes / N/A

No hazardous features such as bollards were identified.

1.7 - Is the location free from hazardous building features such as outward-opening doors, windows or overhangs? Do columns or structural posts have markings at two heights?

Priority 4

As identified in the previous audit, one wooden column is located near to the conservatory. This column does not feature a contrasted band that could assist with reducing a collision hazard.

The columns provided to the side of the rabbit classroom featured green coverings, providing contrast.



Photo 7



Photo 8

1.8 - Is adequate seating provided along routes? Is there suitable seating within the play areas?

Yes / N/A

The seating identified on site continues to feature armrests, which could assist ambulant disabled people.



Photo 9

1.9 - Are entrance gates appropriately colour contrasted and do intercoms have accessible features?

Priority 4

The main gate and secondary gates leading to the sports courts was well contrasted to the external side; however, greater contrast may be beneficial internally.

As highlighted in the previous report, the controls on the main entrance, where children enter the school, may benefit from greater contrast.



Photo 10



Photo 11



Photo 12



Photo 13

1.10 - Is there accessible play equipment provided for children with impairments? Are all key external areas accessible such as wildlife areas?

Yes / N/A

Various areas for play are available within the school grounds, including areas for sensory experiences.

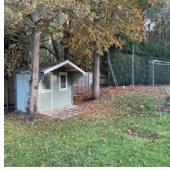


Photo 14

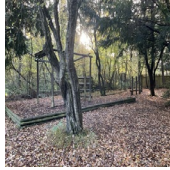


Photo 15



Photo 16



Photo 17



Photo 18



Photo 19

Checklist 2 - Car Parking

2.1 - Are accessible bays provided for badge holders?

Yes / N/A

One accessible bay is available in the car park.



Photo 20

2.2 - Are accessible bays clearly sign-posted from the site car park entrance? Is there signage to the front of the bays?

Priority 3

Signage is provided to the front of the bay, this signage could benefit from updating to more inclusive language, such as "Blue Badge Holders".



Photo 21

2.3 - Are bays marked out appropriately and easily identified? Can car doors be fully opened to allow disabled drivers and passengers to transfer to a wheelchair parked alongside?

Yes / N/A

The bay is clearly marked out with hatched markings.



Photo 22

2.4 - Is the car park close enough to the facilities the car park serves?

Yes / N/A

The accessible bay is within the immediate proximity of the main entrance.



Photo 23

2.5 - Are routes from parking area to entrance accessible, with dropped kerbs and appropriate tactile warnings? Is the car park surface smooth, even, and free from loose stones?

Yes / N/A

No issues to report.

2.6 - For larger car parks, are safety marked out walking routes provided to guard slow moving persons or people with hearing impairments?

Yes / N/A

Hatched markings have been provided to the entrance points where pedestrians can enter the site; this can assist with identifying areas for vehicles to avoid.



Photo 24

2.7 - Is the car park adequately lit? Does site management frequently check the level of lighting within the car park?

Priority 4

Lighting is provided to the facade of the main building, but as the audit took place during daytime hours, it was not possible to check the lighting levels. Is the car park adequately lit during darker hours?



Photo 25

Checklist 3 - External Ramps

3.1 - Are ramps wide enough and suitably graded? Is there colour contrast to the surface of the ramp(s)?

Yes / N/A

The pathway leading towards the mobile classroom and sports courts has been highlighted along the edge to assist with identifying the change in surface material.

Due to structural constraints and the topography of the site, there is no step free access via the main entrance. Students enter and exit the site via the central gate, which provides level access.

As highlighted in the previous report, there is no step free access available into the mobile classroom due to the step at the main entrance. Step free access could be achieved via constructing a suitable pathway to the right side. Refer to section 5 and 17.

There is no step free access available into the Rabbit classroom building. This was highlighted during the previous audit.

The consultant was made aware that the provision of a ramp had been investigated.



Photo 26

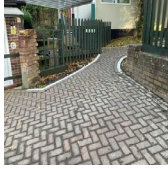


Photo 27

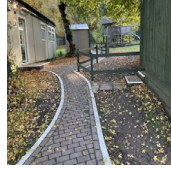


Photo 28

3.2 - Are suitable handrails provided on each side? Are they a suitable material?

Yes / N/A

Fencing, which could be utilised as a handrail, has been provided to one side of the inclined pathway since the previous audit. This could be used to assist ambulant disabled people.

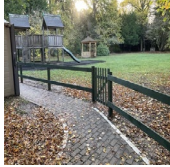


Photo 29

3.3 - Are ramp surfaces slip-resistant, firmly fixed and easy to maintain?

Yes / N/A

The surface of the slope was suitable.

3.4 - Are the edges protected to prevent accidents?

Yes / N/A

The pathway leading towards the mobile classroom and sports courts has been highlighted along the edge to assist with identifying the change in surface material. This was discussed as the chosen option rather than up stands, which could pose as trip hazards for younger children.

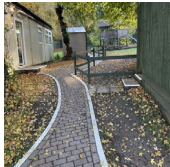


Photo 30



Photo 31

Checklist 4 - External Steps

4.1 - Are visual and tactile warnings provided at the top and bottom of steps?

Priority 4

Tactile warnings have not been provided to the larger flight of steps leading towards the playing field.

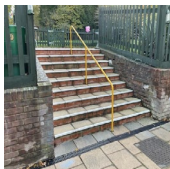


Photo 32

4.2 - Suitable handrails on each side? Are handrails suitably colour contrasted to aid people with impaired vision?

Priority 3

A handrail is available to the centre of the steps leading towards the field and has been provided with good contrast, as recommended during the previous audit.

Two further flights leading onto the field area have been fenced off and are not used.

The main entrance steps do not feature handrails.

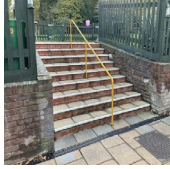


Photo 33



Photo 34

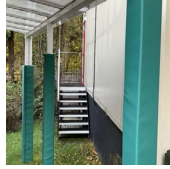


Photo 35



Photo 36

4.3 - Is lighting adequate and well positioned? Are steps appropriately illuminated during darker hours?

Priority 4

It was not possible to check lighting levels as the audit took place during daylight hours. Are all sets of external steps adequately lit during darker hours?

4.4 - Are treads long enough and all the same length?

Yes / N/A

Treads appeared to be suitably sized.

4.5 - Are risers shallow enough, all the same height, and unlikely to trip users? Are there open risers?

Yes / N/A

There are exit steps leading from Bats classroom that feature open risers. Deemed reasonable to retain as this is an exit route rather than an entrance point.



Photo 37

4.6 - Are the nosings readily identifiable? If the Nosings are painted, is the paint still durable with no wear and tear?

Priority 2

External steps on site, including the single steps and those leading from the Badgers classroom, feature well contrasted nosings that highlight the location of each step.

The two steps leading into the main entrance may benefit from remarking, as the paint is worn in some areas.

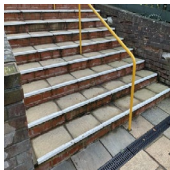


Photo 38



Photo 39



Photo 40



Photo 41

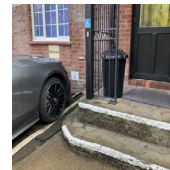


Photo 42

Checklist 5 - Entrances

5.1 - Is the school entrance easy to find and clearly distinguishable from the facade? Is there signage indicating where the entrance is located?

Yes / N/A

The main entrance is visible from the facade, with small signage indicating "reception" above the doorway.



Photo 43

5.2 - Is the door opening wide enough for all users? Is there enough space alongside the leading edge for a wheelchair user to open the door while keeping clear of the door swing?

Yes / N/A

Stepped access is required at the main entrance of the school, making this route unsuitable for wheelchair users. The auditor was informed that visitors to the site are made aware of the potential restrictions for anyone who may require level access.

5.3 - Is the threshold at a suitable level?

Priority 1

As identified within the previous access audit, there is no step free access provided through the main entrance.

There is no step free access available into the mobile classroom due to the step at the main entrance. Step free access could be achieved by constructing a pathway to the right side, which would also assist with providing a level egress route from this building.

Further entrance/ exit points on site feature raised thresholds, that could be barriers for wheelchair users.

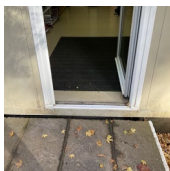


Photo 44



Photo 45



Photo 46

5.4 - If there are steps at the main entrance, is there signage indicating where the accessible entrance is located?

Priority 2

A sign has been included to the bell at the front entrance, to indicate that assistance can be provided. With the positioning of a parked car directly to the left, gaining access to the bell could be prevented for wheelchair users with reduced reach ranges.

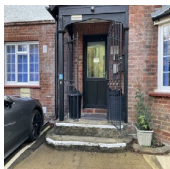


Photo 47

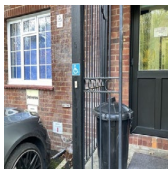


Photo 48

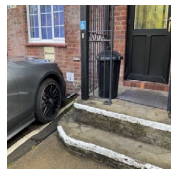


Photo 49

5.5 - Can people each side of the door, either standing or seated, see each other and be seen? If the entrance is solid, is this due to security concerns?

Yes / N/A

The main entrance door features a vision panel to provide a line of sight into and out of the main entrance.

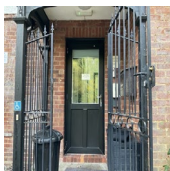


Photo 50

5.6 - Is door control at a suitable height for both standing and seated users? Are door handles clearly located, easy to use and grip?

Yes / N/A

The lever door handle had been replaced since the previous audit, providing contrast both externally and internally.

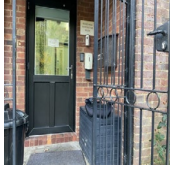


Photo 51

5.7 - Is the door closer an appropriate type? Can the door be easily opened single-handedly?

Yes / N/A

The door closure at the main entrance was appropriate.

5.8 - Are entry phones and intercoms detailed to allow use by people with sensory or mobility impairments? Is there an LED display to accommodate people with hearing impairments?

Priority 3

Refer to 5.4 for the assistance bell.

The intercom system is placed high from ffl and may not be within reach of people who are short in stature.

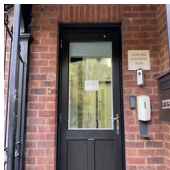


Photo 52

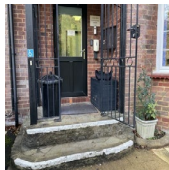


Photo 53

5.9 - Glazed entrance door: markings for safety and visibility? If manifestations are provided, are these suitably colour contrasted against their background?

Yes / N/A

Not applicable for the main entrance.

5.10 - Is the weather mat of firm texture and flush with floor?

Yes / N/A

The weather mats available are firm and flush with the flooring.

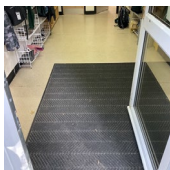


Photo 54



Photo 55

5.11 - Are automatic doors provided? If so, do these remain open long enough for a slow-moving person to pass through? Are visual and tactile warnings provided? If automatic doors are operated via a push pad rather than a sensor, are these clearly seen on approach? (Internally and externally.)

Yes / N/A

Automatic doors were not provided to the main entrance as it is not feasible with the size of the frame.

Checklist 6 - Reception Areas and Lobbies

6.1 - Is there a clear view into the reception from outside the building?

Yes / N/A

A line of sight is available from the windows at reception, to the external area.



Photo 56

6.2 - Is the entrance lobby and reception area well illuminated with transitional lighting?

Yes / N/A

Transitional lighting was good during the audit, no issues to report.

6.3 - Are the reception desks suitable for approach and use from both sides by people, either standing or seated?

Priority 2

The sign in screen is positioned marginally high from ground floor level.

The reception desk is at a height of 1165mm, which may not be suitable for all staff members and/or visitors. The auditor was informed of plans to reposition the desk to provide more space for people to manoeuvre in the reception area.

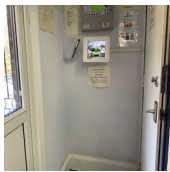


Photo 57



Photo 58

6.4 - Are surfaces suitable? Is there colour contrast to the flooring in front of the reception desk, and are edges highlighted?

Yes / N/A

A narrow space was provided. However, the flooring was contrasted to the reception desk.



Photo 59

6.5 - Are Induction Loops fitted? Is there signage indicating the availability of the facility? Are front-line staff aware of the facility and its purpose? (Direct Access can provide your facility with Counter Loop systems; <https://rb.gy/gk9asb>)

Yes / N/A

An induction loop is signed at the reception desk.



Photo 60

6.6 - If security permits the use of a glazed screen, is this non-reflective and free of glare which could hinder lip-readers?

Yes / N/A

Not applicable, a glazed screen was not used.

6.7 - Is seating designed for ease of use? Is there a management procedure to ensure spaces are provided for wheelchair users?

Yes / N/A

Two chairs with armrests were provided to the reception area.

The waiting area is narrow, but the consultant was made aware of plans to reposition the desk.

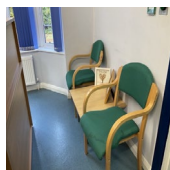


Photo 61

6.8 - Is there a procedure to ask visitors if they have any access requirements prior to their visit to the school?

Priority 1

The consultant was not asked, but was informed that potential new parents/ carers, who may bring their child to the school, were provided with information regarding the topography of the site.

6.9 - When checking in / signing in, are visitors asked if they may require assistance if the fire alarm is activated?

Yes / N/A

During the sign-in process, there is a section specifying to notify reception if you require assistance during an evacuation.

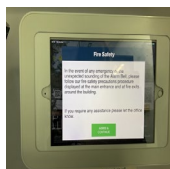


Photo 62

Checklist 7 - Corridors and Internal Surfaces

7.1 - Are main routes within the school wide enough for a wheelchair user to manoeuvre and for other people to pass? Is there enough turning space for wheelchair users?

Yes / N/A

There are some narrowed routes on site within the main building; however, during the time of the audit there were no wheelchair users who access the site.

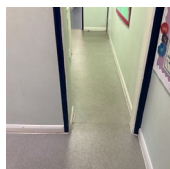


Photo 63



Photo 64

7.2 - Are corridors free from obstruction to wheelchair users and from hazards to people with impaired vision? Are there any internal columns that have a lack of colour contrast?

Yes / N/A

No internal columns were identified. The angled ceiling on the first floor of the main building has been highlighted to assist with reducing a collision hazard. Although single steps are not recommended, it may not be feasible to remove them from site. They have, however, been well highlighted.

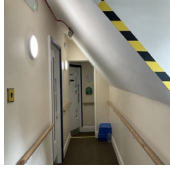


Photo 65

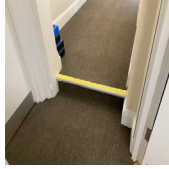


Photo 66

7.3 - Are all key facilities within the school accessible for all users? Where there are facilities not available are there alternative means of access procedures in place?

Priority 1

As highlighted in the previous audit, there is no step free access is available for the first floor of the main building. Since the previous audit, main office areas have been moved to the ground floor.

Stepped access is also required for further areas of the site, as noted within further sections of this report.



Photo 67

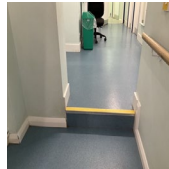


Photo 68

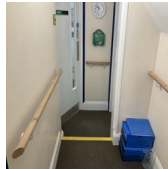


Photo 69



Photo 70

7.4 - Are the floor surfaces suitable for passage of wheelchairs? Are the junctions between floor surfaces correctly detailed?

Yes / N/A

Floor surfaces and junctions between floor surfaces were suitable throughout the site, with no potential tripping hazards identified.

7.5 - Are colours, tones and textures varied enough to help people distinguish between different surfaces and fixtures and fittings? Do the floors suitably colour contrast against the walls? (This can also be achieved by having well contrasted skirting boards)

Yes / N/A

Frames along the main corridors were painted to provide contrast.

7.6 - Are floor surfaces slip-resistant? Are bright, boldly patterned floors avoided? Are busy or distracting wall coverings avoided?

Yes / N/A

Floors appeared to be slip resistance and avoided bright and bold patterns that could cause confusion for people with impaired vision.

Checklist 8 - Internal Doors

8.1 - Are doors distinguishable from surroundings?

Yes / N/A

Colour contrast has been applied to the doors on site, which assist with identifying their location.



Photo 71

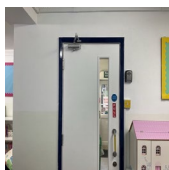


Photo 72

8.2 - Glass door: clearly visible when closed? Are manifestations suitably colour contrasted against the background?

Yes / N/A

Brightly contrasted manifestations have been applied to the doors of the conservatory, as per the previous audit's recommendation.



Photo 73



Photo 74

8.3 - Can people each side of the door, either standing or seated, see each other and be seen? Are vision panels kept clear of temporary notices? (For example, classroom entrances)

Yes / N/A

The doors within the mobile building have been replaced since the previous audit with those featuring compliant vision panels.



Photo 75

8.4 - Clear opening width sufficient for a wheelchair user? Adequate space available alongside leading edge for a wheelchair user to open the door while clear of the door swing?

Yes / N/A

Doors across the school appeared to have clear, opening widths.

8.5 - Is the door control at a height suitable for both standing and seated users? Is it easily gripped and operated? Is the control clearly distinguishable from the door itself?

Yes / N/A

Lever door handles across the school have been replaced with alternatives that provide a good level of contrast, as suggested in the previous audit.

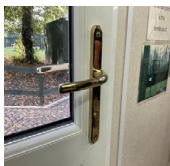


Photo 76

8.6 - Is the door light enough to open easily? Are door closers of an appropriate type and with minimum necessary opening pressure?

Priority 2

Of the doors tested, most were light enough and easy to open.

The door leading into the storeroom on the first floor featured an opening and closing pressure that could knock someone with reduced mobility off balance.



Photo 77

8.7 - Where there are security keypads or readers, are these suitably positioned and do they have accessible features?

Yes / N/A

Security controls were suitably positioned across the site.



Photo 78

Checklist 9 - Internal Ramps

9.1 - Are ramps available for short rises within single storey?

Yes / N/A

No internal ramps were identified.

9.2 - Are ramps wide enough and suitably graded? Surface slip resistant?

Yes / N/A

Not applicable.

9.3 - Are exposed edges protected to prevent accidents?

Yes / N/A

Not applicable.

9.4 - Is there a suitable handrail each side?

Yes / N/A

Not applicable.

Checklist 10 - Internal Stairs

10.1 - Are risers shallow enough, all the same height, and unlikely to trip users?

Yes / N/A

Risers were suitable on the internal stairs.

10.2 - Are the edges of the step nosings readily identifiable?

Priority 4

Nosings have maintained a good level of contrast on most stairwells.

The carpeted stairwell leading above the Rabbit classroom does not feature nosings, the consultant was informed that this area is accessed by site team only.

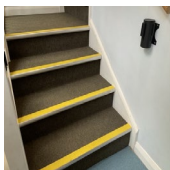


Photo 79

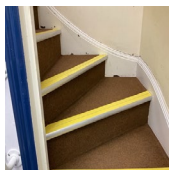


Photo 80

10.3 - Are there suitable handrails on each side? Do handrails extend 300mm beyond the first and last step pitch-line? Are handrails suitably colour contrasted?

Priority 3

No handrail was provided to the stairwell in Rabbits building; this area is accessed by site team only. This was highlighted during the previous audit.

The handrail for the stairwell leading to the first floor may benefit from greater contrast. The auditor was informed that this area may be used for meetings with parents/ carers in the future.

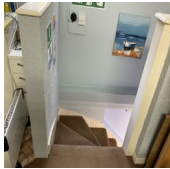


Photo 81

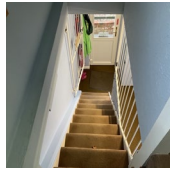


Photo 82

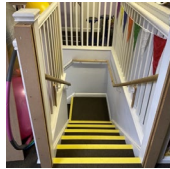


Photo 83

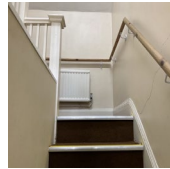


Photo 84



Photo 85

10.4 - Are landings big enough and provided at intermediate levels in a long flight?

Yes / N/A

Suitable landings were provided to the stairwells.

Checklist 11 - Lifts

11.1 - Is a passenger lift available for vertical circulation within a building of more than one storey?

Yes / N/A

This school does not feature a lift.

11.2 - Are car dimensions sufficient to allow space for wheelchair user? Do doors open wide enough for wheelchair users?

Yes / N/A

Not applicable.

11.3 - Are the support rails in the car appropriately designed and positioned?

Yes / N/A

Not applicable.

11.4 - Is there a mirror within the lift car?

Yes / N/A

Not applicable.

11.5 - Delayed-action closer and override (not a door pressure system) to allow slow entry or exit?

Yes / N/A

Not applicable.

11.6 - Controls, including emergency call, located easily using visual or tactile information and within easy reach of all users?

Yes / N/A

Not applicable.

11.7 - Voice indication of floor reached? Is audio loud enough to be heard by hearing aid users?

Yes / N/A

Not applicable.

11.8 - Is there a floor level indicator inside and outside the lift to reassure people with hearing impairments?

Yes / N/A

Not applicable.

11.9 - Is there a 1500mm x 1500mm contrasting surface outside the lift and are lift doors suitably colour contrasted to aid people with impaired vision?

Yes / N/A

Not applicable.

Checklist 12 - WC Provision & Changing Areas

12.1 - Is the lobby door light enough to open easily? Lobby of sufficient size for easy access?

Yes / N/A

No issues to report.

12.2 - Slip-resistant floors throughout?

Yes / N/A

Flooring throughout the WC facilities appeared to be slip resistant.

12.3 - Are fittings all easily distinguishable from background? Are hand dryers and sanitary ware easily seen against their surroundings?

Priority 3

There are white fittings set against light surroundings, which may benefit from greater contrast to assist people who are partially sighted.

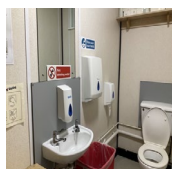


Photo 86

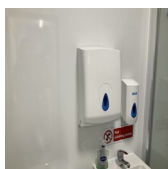


Photo 87

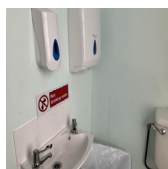


Photo 88

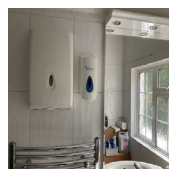


Photo 89

12.4 - Are compartment door controls all easily gripped and operated? Are cubicle doors suitably colour contrasted against the panels?

Priority 3

Thumb style locks are available on the WC compartment doors, which may not be suitable for people with limited dexterity in their wrists.

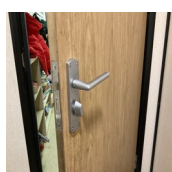


Photo 90

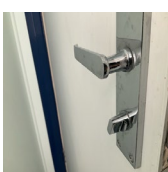


Photo 91

12.5 - Are urinals well contrasted and do they have grab rails to assist ambulant disabled people?

Yes / N/A

No urinals were identified.

12.6 - Are lever style taps provided within the WCs to aid people with dexterity impairments?

Yes / N/A

Lever style taps are available across the WC facility handwash basins, no issues to report.



Photo 92



Photo 93

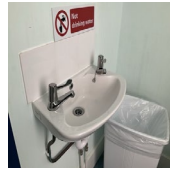


Photo 94



Photo 95

12.7 - When there is no accessible WC available, is there a facility provided for people with ambulant disabilities?

Yes / N/A

Two accessible WC facilities are available in the school.

12.8 - Where there are shower facilities, is a grab rail provided? Is there a level access shower for disabled people?

Priority 3

A level access shower remains available in the Rabbit classroom building; however, the raised threshold to contain water could be a barrier for wheelchair users. The controls for this shower are high from ffl.

The shower facility on the first floor remains decommissioned since the previous audit.

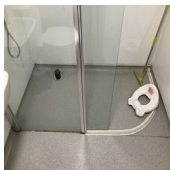


Photo 96

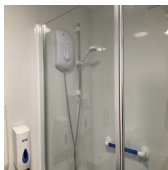


Photo 97

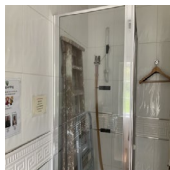


Photo 98

Checklist 13 - WCs: Wheelchair Users

13.1 - Is the compartment large enough to allow manoeuvring into position for frontal, lateral, angled, and backward transfer unassisted and with assistance?

Priority 1

The accessible WC facilities were measured as follows:

Mobile building: 3001mm by 1393mm

Main building: 3628mm by 1771mm

The toilet pan remains centrally located within the mobile building compartment.

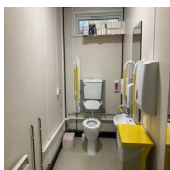


Photo 99



Photo 100

13.2 - Is the travel distance to a suitable WC no more strenuous than it would be for able-bodied people?

Yes / N/A

The two accessible WC facilities are provided in separate buildings, no issues to report.

13.3 - Is there sufficient space available outside toilet compartment for manoeuvre? Is the entrance wide enough and does it open outwards?

Priority 1

The compartment door within the mobile building facility has been altered to open outwards, as recommended during the previous audit.

The compartment door for the facility within the main building opens inwards. This may be deemed reasonable to retain.

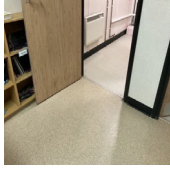


Photo 101

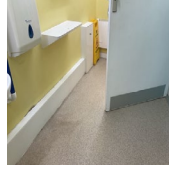


Photo 102

13.4 - Are door controls, lock and light switch easily reached and operated? Is there a grab rail to the inner face of the entrance?

Priority 2

A horizontal grab rail is missing from the facility door in the mobile building.



Photo 103



Photo 104

13.5 - Are handwashing and dry facilities within easy reach of someone seated on WC? Is the hand basin suitably positioned in accordance with BS8300?

Yes / N/A

Hand towels have been provided in each facility, which could assist people with neurodivergent or cognitive sensitivities to loud noises.



Photo 105



Photo 106

13.6 - Are taps appropriate for use by a person with limited dexterity, grip, or strength?

Yes / N/A

Suitable lever style taps were used within each facility.

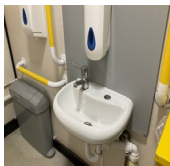


Photo 107



Photo 108

13.7 - Are suitably designed grab rails fitted in all positions necessary to assist manoeuvring? Are grab rails suitably colour contrasted to aid people with impaired vision?

Yes / N/A

The grab rail set within the mobile compartment have been replaced with those that provide greater contrast, as recommended.

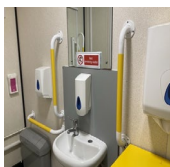


Photo 109

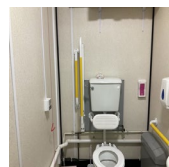


Photo 110



Photo 111



Photo 112

13.8 - Is there a back rest provided to the toilet pan?

Yes / N/A

The cistern and a backrest have been provided within the facilities.

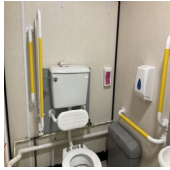


Photo 113



Photo 114

13.9 - Is the flush of a suitable spatula type and is it appropriately located on the transfer side of the toilet pan?

Yes / N/A

Suitable flushes are available in both facilities.

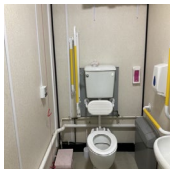


Photo 115



Photo 116

13.10 - Is the transfer side of the toilet pan kept clear of any obstacles that may deny wheelchair users all of the transferring techniques in which an accessible WC is designed to provide?

Priority 1

Items were positioned within the transfer space in both facilities.



Photo 117

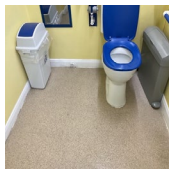


Photo 118

13.11 - Is there a cord alarm? Is it coloured red with two triangular bangles and easy to reach from floor level? Is the reset button correctly positioned?

Priority 1

The cord alarm provided to the facility in the main building was positioned behind a sanitary disposal bin. This could prevent it from being accessed during the event of an emergency.

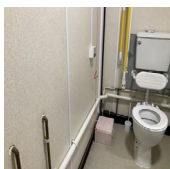


Photo 119



Photo 120

Checklist 14 - Facilities

14.1 - Are seats provided at intervals along long internal routes or where waiting is likely? Are seats stable, with armrests and provided in a range of heights? Is there space for wheelchair users to pull up alongside a seated companion?

Yes / N/A

No issues to report.

14.2 - Are several chairs with armrests available within each learning space?

Yes / N/A

Chairs with armrests were identified in some areas of the school.

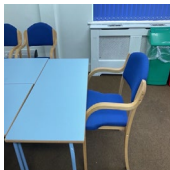


Photo 121

14.3 - Do the dining/café counters offer provision on both sides for wheelchair users? Do these counters have an induction loop to accommodate hearing aid users?

Yes / N/A

Not applicable.

14.4 - Do the dining / café areas offer appropriate seating rather than fixed seating which can be inaccessible for a range of users?

Yes / N/A

Not applicable.

14.5 - Do vending machines have all operating parts at less than 1200mm off the floor level and are they suitably colour contrasted?

Yes / N/A

Not applicable.

14.6 - Is there a dropped counter and an induction loop available for the library counter?

Yes / N/A

Not applicable, the library area does not feature a counter.

14.7 - Does the library offer a range of reading material? E.g. Large print books, dyslexia friendly books?

Priority 3

The library features a range of books, and reading areas are available within each classroom. Are some books available in alternative formats, such as large print or dyslexia friendly texts?

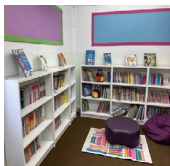


Photo 122

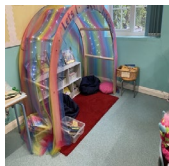


Photo 123

14.8 - Where there are unique curriculum facilities, such as ICT rooms, Cookery, Technology or Science, are height adjustable worktops available?

Yes / N/A

No issues to report.

14.9 - Do staff and general kitchenette areas have a lever tap to accommodate people with dexterity impairments? Are there split-height work surfaces available? Are there lever taps within the classrooms?

Priority 4

The staff kitchenette did not feature a split height work surface, which could accommodate people who are short in stature.

Turn style taps are available in the small kitchenette facility within the site management area.



Photo 124

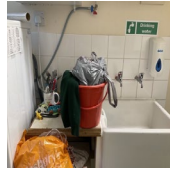


Photo 125



Photo 126



Photo 127



Photo 128

Checklist 15 - Way Finding

15.1 - Is the overall layout of the school reasonably clear and logical? Is there signage available in Braille and tactile? (Direct Access can facilitate Braille and Tactile translations of signage; <https://rb.gy/hmb9nt>)

Priority 3

The overall layout of the school is reasonably clear and logical.

As highlighted during the previous audit, no tactile or braille signage was provided.



Photo 129

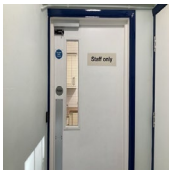


Photo 130

15.2 - On entering the reception area, are signs designed and located to convey information to visitors with visual impairments and wheelchair users with lower eye levels?

Yes / N/A

No issues to report.

15.3 - Are standard toilet facilities suitably signed on approach and on the actual entrances? Are the locations of the accessible WC facilities suitably identified and located? Does signage have the International Symbol of Access?

Priority 2

Signage with pictorial information has been provided to most WC facilities, other than the first facility on the first floor.

No signs, including those on the accessible WC facilities, were identified as feature tactile or braille information.



Photo 131



Photo 132



Photo 133



Photo 134



Photo 135



Photo 136

15.4 - Within stairwells are each of the levels clearly identifiable by tactile and visual information?

Yes / N/A

A sign is provided to identify where occupational therapy is located. The first floor of the main building, previously used for offices, was in the process of being repurposed during the time of the audit.

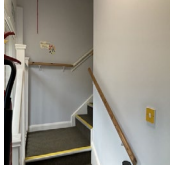


Photo 137

15.5 - Are the location of the lifts clearly signed at key locations throughout the school? Is there lift signage near the reception area and on entry to key stairwells?

Yes / N/A

Not applicable.

15.6 - Are notice boards well-structured and the use of reflective protective covers avoided? Are temporary notices illustrated using good practice i.e. use of lower- and upper-case lettering?

Priority 4

There are some temporary notices on site that are written in entirely upper-case lettering, which is not best practice.



Photo 138

15.7 - Are leaflets provided at suitable heights for wheelchair users and for people of small stature? Are leaflets available in alternative accessible formats such as Braille, Moon, or Large Print? Are staff aware that materials can be provided in accessible formats on request? Is the facility indicated as being available?

Priority 3

Are any leaflets or letters provided by the school available in alternative, accessible formats on request?

15.8 - For larger sites: Direct Access can provide your facility with our inclusive Tactile Map Boards;
<https://directaccessgp.com/uk/product/tactile-map-boards/>

Yes / N/A

Not applicable.

Checklist 16 - Lighting & Acoustics

16.1 - Is the lighting designed to meet a wide range of user's needs? Is the level of lighting sufficient for intended use? Are lights positioned where they do not cause glare, reflection, confusing shadows or pools of light and dark?

Yes / N/A

Each area of the school appeared to be well illuminated.

16.2 - Can occupiers control lighting? Are light switch plates suitably colour contrasted and appropriately positioned for a wheelchair user?

Yes / N/A

Light plates remain to be contrasted against their surroundings.



Photo 139

16.3 - Are learning spaces appropriately illuminated and are blinds available to control the natural day lighting? Is glare avoided, which can hinder attempts by people with hearing impairments to lip-read?

Yes / N/A

Learning spaces are appropriately illuminated and featured blinds to help control glare from natural light.



Photo 140

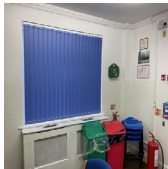


Photo 141

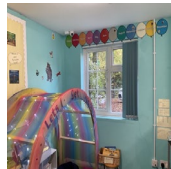


Photo 142

16.4 - Within stairwells is the lighting adequate and well positioned? Are wall lights avoided?

Yes / N/A

The stairwells are well illuminated, not issues to report.

16.5 - Are quiet and noisy areas separated by a buffer zone? Environment free from unnecessary obtrusive noise (e.g., heating units)? Good balance of hard and soft surfaces?

A good combination of hard and soft surfaces were used throughout the school. The first floor was in the process of being repurposed.



Photo 143

16.8 - Is there a multi-faith room available for both students and staff?

Yes / N/A

Not applicable for this school.

16.9 - Are induction loops fitted within the key areas i.e. - Meeting rooms?

Yes / N/A

An induction loop that can be transported to different areas of the school has been provided after a feasibility study.

16.10 - Are portable induction loops available? Are staff members aware of how to use the facility and are they kept charged?

Yes / N/A

Signage is available in the reception area to state that a portable loop system is available upon request.

Checklist 17 - Means of Escape

17.1 - Is the audible alarm system supplemented by visual system?

Priority 2

Visual alarms are not provided on site. The auditor was informed that site team were not aware of any students who may find visual alarms distressing.

17.2 - Are ground floor exit routes accessible to all, including wheelchair users, as entrance routes?

Priority 2

There is a combination of stepped and raised threshold routes across the school.

During the time of the audit, the auditor was informed that there were no students or staff who require level access within the school and that the stepped routes are highlighted during visits and trials of the school.



Photo 144

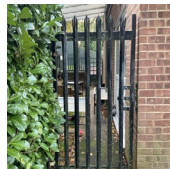


Photo 145



Photo 146



Photo 147



Photo 148



Photo 149



Photo 150



Photo 151



Photo 152



Photo 153



Photo 154

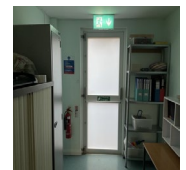


Photo 155

17.3 - Once outside, can a wheelchair user get to a place of safety? Are pathways provided and are these wide enough using a suitable, firm surface?

Priority 2

The auditor was informed of plans in place to ensure safe egress from the gate to the rear of the Rabbit classroom, towards the assembly point at the front of the building.

Both exit routes from the mobile building lead onto grassed areas.



Photo 156



Photo 157

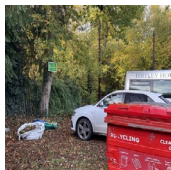


Photo 158



Photo 159



Photo 160

17.4 - Is vertical escape from upper to lower floors possible using a fire-protected lift with an independent power supply?

Yes / N/A

Not applicable for this school as a lift is not provided.

17.5 - If disabled people are unable to leave the building, is there a suitable refuge area? Is there an intercom provided within the refuge area and does this have accessible features such as an LED display?

Yes / N/A

Not applicable for this school. Lift access to the first floor is not possible, whilst the auditor was informed that staff offices have been moved to the ground floor areas.

17.6 - Are evacuation chairs provided and is there signage indicating their location? Are staff members well versed in how to use them? This is a legal requirement under the Health and Safety at Work Act 1974.

Yes / N/A

Not applicable for this school.

Checklist 18 - Building Management

18.1 - External Routes; Including steps and ramps, kept clean, unobstructed and free from surface water, snow and ice?

Yes / N/A

External routes were kept clear on the day of the survey.

18.2 - Accessible parking; Designated spaces not used by non-disabled drivers and kept free from obstructions?

Yes / N/A

The accessible parking bay did not feature a parked vehicle during the audit.

18.3 - Horizontal circulation; Space required for wheelchair manoeuvre not obstructed by furniture, deliveries, storage etc.?

Yes / N/A

Horizontal circulation routes were kept clear from obstruction on the day of the audit.

18.4 - Vertical circulation; Lifts, platform lifts and stair lifts checked regularly for proper functioning?

Yes / N/A

Not applicable.

18.5 - Means of Escape; Exit routes checked regularly for freedom from obstacles (including locked doors) and combustible materials? Alarm systems, including those in WCs, regularly checked?

Priority 1

There were three exit routes on site that features items within the doorways during the audit. This could slow egress in the event of an emergency.



Photo 161



Photo 162



Photo 163

18.6 - Means of Escape; Personal egress plan available for each member of staff needing assistance? Overall escape strategy for visitors who may need assistance?

Yes / N/A

The auditor was informed that there are regular evacuation practices to ensure that the teachers and students are aware of the procedures.

18.7 - Means of Escape; Both general escape strategy and personal emergency egress plans regularly checked for efficiency and effectiveness?

Priority 1

How frequently are both the general and personal emergency escape strategies tested for efficiency and effectiveness?

18.8 - Equipment; Are emergency cord alarms tested at regular intervals to ensure that they are working? Are induction loops frequently tested for effectiveness?

Priority 1

An induction loop is available at reception.

How frequently are the cord alarms and induction loops tested for proper working function?

Section 7: Photographic Survey



Photo 1



Photo 2



Photo 3



Photo 4



Photo 5



Photo 6



Photo 7



Photo 8



Photo 9



Photo 10



Photo 11



Photo 12

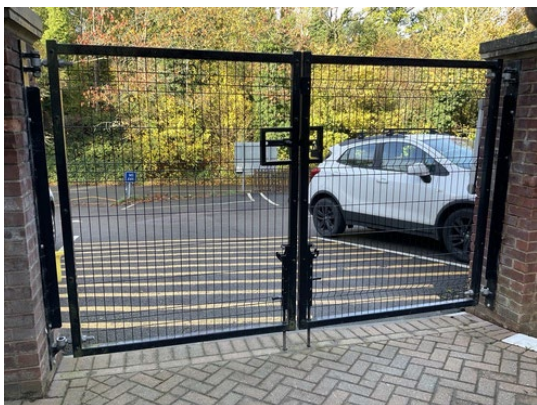


Photo 13



Photo 14



Photo 15



Photo 16



Photo 17



Photo 18



Photo 19



Photo 20



Photo 21



Photo 22



Photo 23



Photo 24



Photo 25



Photo 26



Photo 27

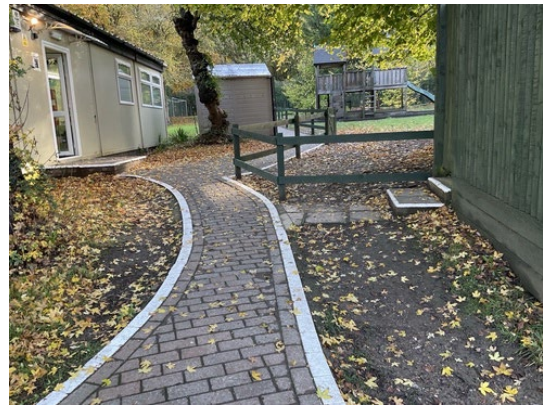


Photo 28



Photo 29

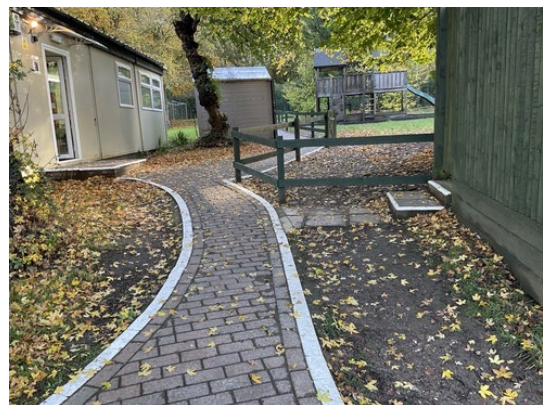


Photo 30



Photo 31



Photo 32



Photo 33



Photo 34



Photo 35



Photo 36



Photo 37



Photo 38



Photo 39



Photo 40



Photo 41



Photo 42



Photo 43



Photo 44



Photo 45



Photo 46



Photo 47



Photo 48



Photo 49

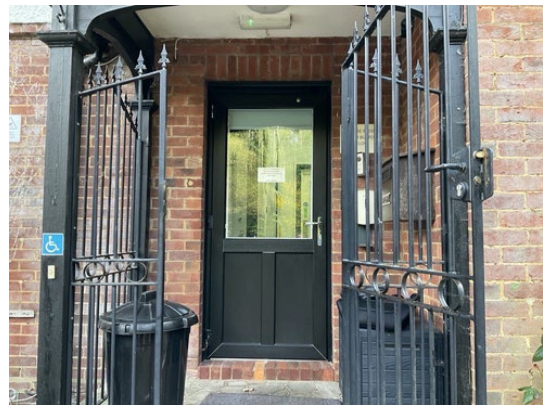


Photo 50

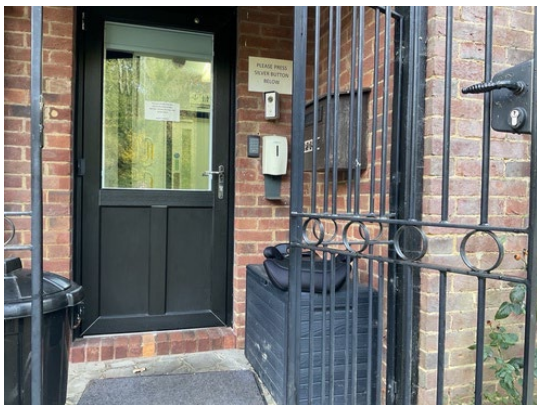


Photo 51



Photo 52



Photo 53



Photo 54



Photo 55



Photo 56



Photo 57



Photo 58



Photo 59

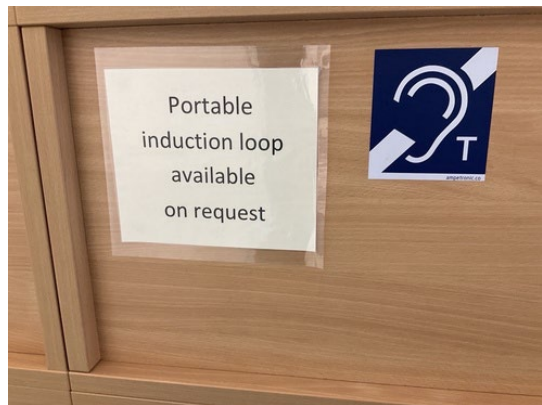


Photo 60



Photo 61

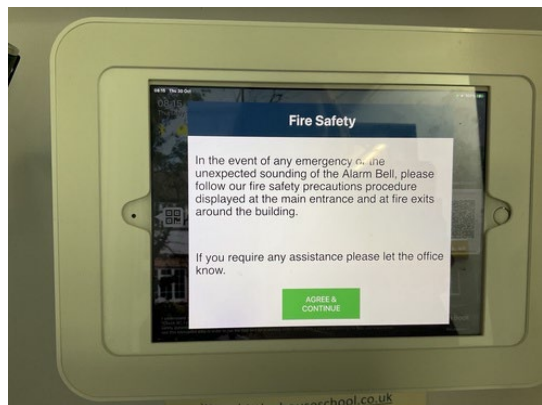


Photo 62



Photo 63



Photo 64

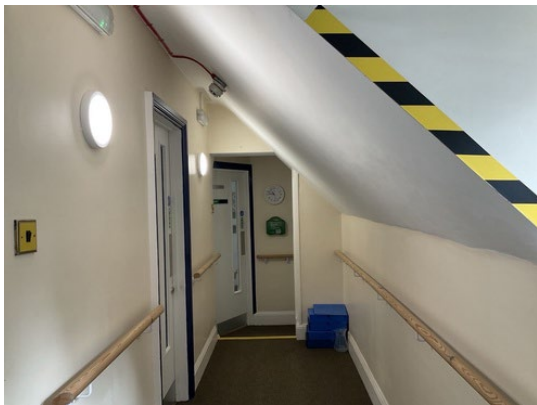


Photo 65



Photo 66



Photo 67

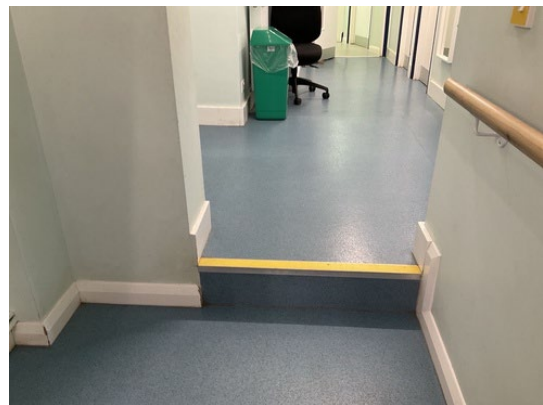


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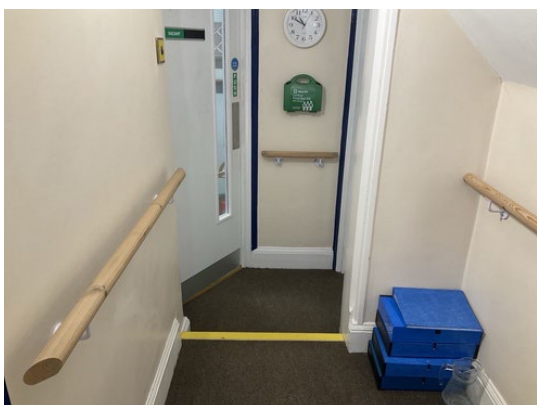


Photo 69



Photo 70



Photo 71



Photo 72



Photo 73



Photo 74



Photo 75



Photo 76



Photo 77



Photo 78



Photo 79



Photo 80



Photo 81

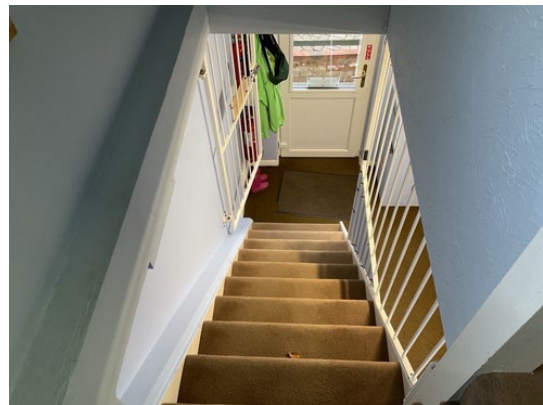


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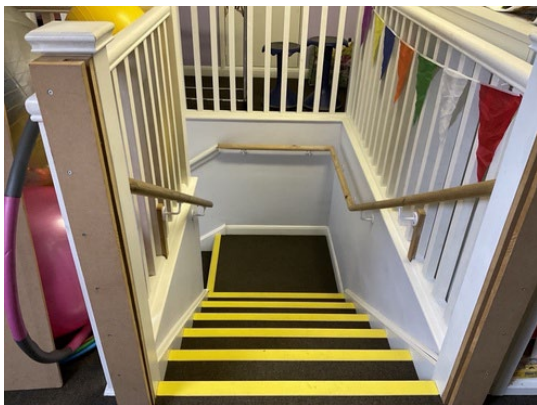


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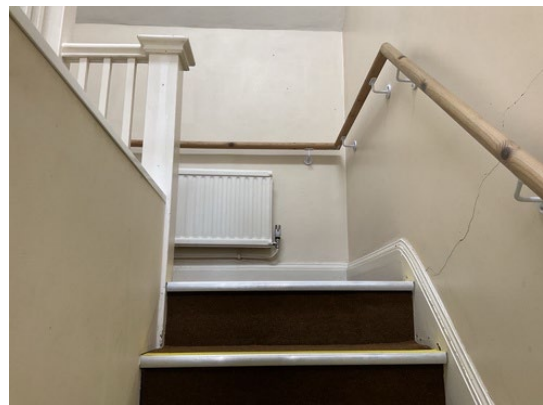


Photo 84



Photo 85



Photo 86



Photo 87



Photo 88



Photo 89



Photo 90



Photo 91



Photo 92



Photo 93



Photo 94



Photo 95



Photo 96



Photo 97



Photo 98

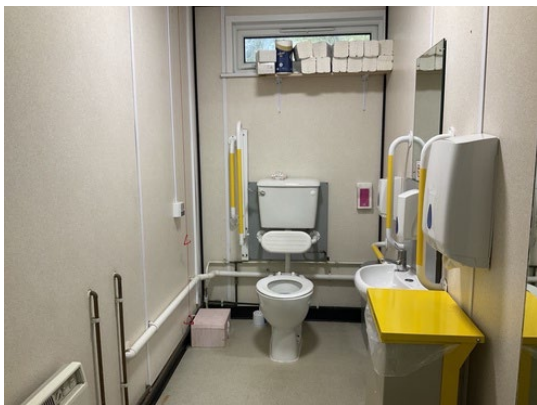


Photo 99



Photo 100



Photo 101



Photo 102



Photo 103



Photo 104



Photo 105



Photo 106



Photo 107



Photo 108



Photo 109

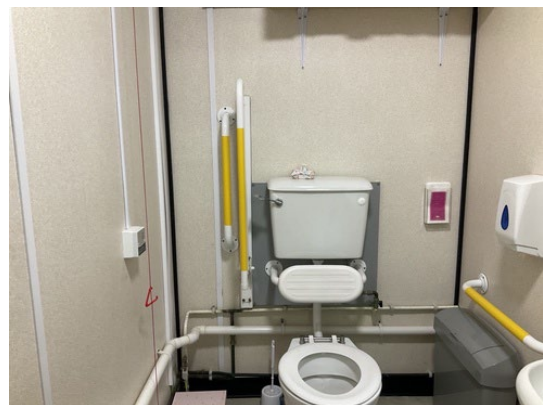


Photo 110



Photo 111



Photo 112

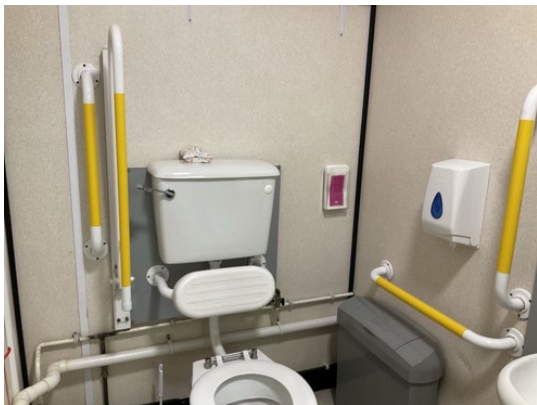


Photo 113



Photo 114



Photo 115

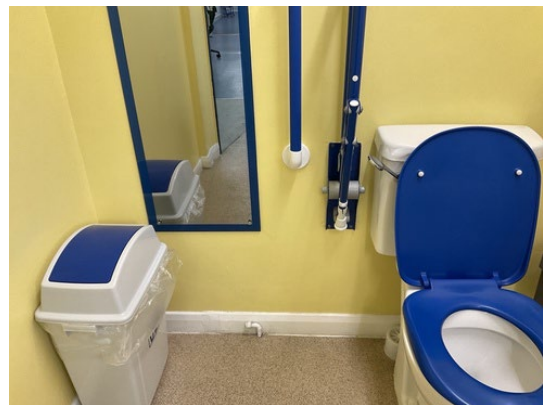


Photo 116



Photo 117

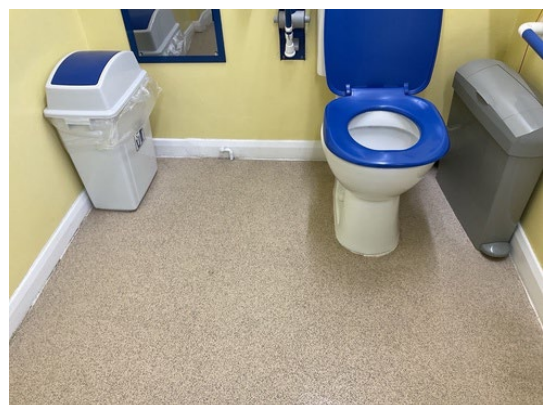


Photo 118



Photo 119



Photo 120



Photo 121



Photo 122



Photo 123



Photo 124



Photo 125



Photo 126



Photo 127



Photo 128



Photo 129



Photo 130



Photo 131



Photo 132



Photo 133



Photo 134



Photo 135



Photo 136

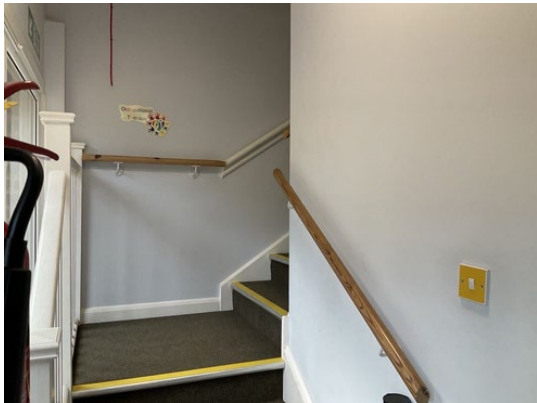


Photo 137



Photo 138



Photo 139



Photo 140



Photo 141



Photo 142



Photo 143



Photo 144



Photo 145



Photo 146



Photo 147



Photo 148



Photo 149



Photo 150



Photo 151



Photo 152



Photo 153



Photo 154



Photo 155



Photo 156



Photo 157



Photo 158



Photo 159



Photo 160



Photo 161



Photo 162



Photo 163